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ABSTRACT

This publication contains 20 learning activities for developing basic skills while teaching about China at the secondary level. The activities, which were field tested, are self-contained and include short readings followed by student work sheets. For developing skill in reading about China, the learning activities focus upon translating Chinese into English, pronouncing Chinese in English, classifying sources of information on China, and using reference books on China. The learning activities which teach critical thinking involve students in applying Chinese mathematical skills, comparing the economy of China with other Communist nations, and judging right from wrong using American and Chinese perspectives. To develop skill in understanding the history of China, students learn to tell time in the Chinese tradition, make a timeline in Chinese history, assess the Chinese Ladder of Success, and analyze the 1978 Constitution of China. Students develop skill in interpreting the geography of China by drawing inferences about the location of China and by analyzing satellite pictures of China. A posttest is included. (Author/RM)

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Service Center Papers on Asian Studies

No. 13

BASIC SKILLS IN ASIAN STUDIES:

CHINA

By James Hantula

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I Will Call Him Tan

> I will call him Tan. He is in his late twenties, speaks cultivated English and descends from a family of Chinese intellectuals. In Canton last fall, as we walked together through . . . the waning days of a chrysanthemum festival, we stopped in front of a lurid poster showing soaring rockets, sleek airplanes, steaming factories, and the bright faces of young people seeking some scientific Utopian future. Tan translated for me. On the rocket was lettered: Marching Toward the Year 2000.[1]

For this traveler, Tan represents a new China rushing to join the world. In the days that followed his meeting with Tan, the traveler marveled at the splendors of the Forbidden City, "gloried" in the Summer Palace of the Empress Dowager, and "stared" not without awe at the size of T'ien An Men Square. His departure city of Peking, he realized was 3,000 years old. The Great Wall on which he had walked only the day before departure had been built in the third century B.C. These treasures had awakened for him the timelessness of Cathay as his conversation with Tan the timeliness of China today.

For elementary and secondary students, study of Tan's culture also offers an opportunity to awaken themselves to the timeless and timely in China and the world. One would be hard pressed to find a parallel to the development of Chinese culture. Confucianism, for example, was given shape in the fifth and fourth centuries B.C. and was still vigorous at the time of the American Revolution. In contrast, Chinese Communism is a newcomer although its timely presence may yet be engulfed by the timeliness of Confucianism. Both China's past and present are marching toward the year 2000.

One way for students to become informed about the many Tans of China is by development of basic skills.[2] Unfortunately, in recent years, there has been a significant decline in mastery of skills by social studies students. The decline is most marked by secondary students in contrast to no significant change by elementary students. Between 1972 and 1976, for example, the National Assessment of Social Studies indicated a significant decline for 13-year-olds and 17-year-olds but not for 9-year-olds. The decline for 13-year-olds was greater than the decline for 17-year-olds.[3] Clearly, a skills program for secondary students is a priority of social studies education.

This priority has been recognized at local, state, and national levels. An increasing number of professional conferences provide sessions for teachers to acquire teaching strategies and see the wide variety of commercially available materials for teaching social studies skills. In addition, the need to develop basic social studies skills has attracted more discussion in the professional literature. Although suffering from the same identity crisis which afflicts other aspects of social studies, development of basic skills is usually deemed essential in most curricula.[4]

Towards this end, an effective skills program develops both general and specific skills. Ten general skills are usually recommended to be developed. Eight of these skills are shared with other subjects; two skills are considered a primary responsibility of social studies education.[5] The eight shared skills are:

Locating information;

Organizing information;

Evaluating information;

Acquiring information through reading;

Acquiring information through listening and observing;

Communicating orally and in writing;

Interpreting pictures, charts, graphs, and tables;

Working with others.

The two primary skills are:

Reading social studies materials;

Applying problem-solving and critical thinking skills to social issues.

In Asian studies, general skills are typically associated with an "inquiry" model of thinking.[6] According to this model, general skills in Asian studies can be developed in any curricula.[7] Recent discussion of skills education affirms preference for development of general skills in the context of decision-making.[8] In this context, for example, China is regarded as content for a common way of inquiry. The range of appropriate learning activities is presumably global. But in practice, recommended learning activities seldom include Chinese content except at the lower levels of inquiry.[9]

Moreover, common sense is typically applied in carrying out recommended learning activities. When confronted by different information about China, teachers of inquiry tend to process the information by analogies with the American experience. Study of the Chinese family, for example, often excludes the significant cultural differences between the family in China and in the United States. This "big leap" becomes another "Great Leap Forward" in Chinese studies. Accompanying skills outcomes tend to be indeterminate and vague.

Further, explicit references to China are few and usually negative. Current references to China, for example, include pertinent information in a table of military powers, a position paper on establishing diplomatic

relations with the People's Republic of China by the United States, and role playing the "decision" that resulted in the United States entry of China into the Korean War. These recommended learning activities suggest that China is a terra incognita in general skills education.

Specific Skills

In addition to the ten general skills, two specific skills are also recommended to be taught. The two specific skills are primary skills; they are:

> Interpreting maps and globes;
>
> Understanding time and chronology.[10]

Specific skills in Asian studies are typically associated with a "disciplines" model of thinking, especially with the disciplines of geography and history. In this context, China is regarded as content for the development of inquiry distinctive to each discipline.

The variety of learning activities for developing specific skills is usually great. But in practice, recommended learning activities seldom included non-Western content in more than one discipline. Implicit rather than explicit references to China are more numerous. Especially in geography, recommended learning activities which devleop specific skills imply a global perspective. Quite different is the Western perspective implied by recommended learning activities which develop specific skills in history.

Yet, both disciplines claim that China is "covered" by their distinctive skills. The claim is supported by use of uniform maps, globes, and timeliness in developing specific skills. Unfortunately, use of these devices encourage uniform processing of information about the non-Western world. As a result, acquisition of easily manipulated abstractions about China is often substituted for precision in the classroom. Reliance upon uniform devices also

encourages processing of information about the non-Western world with older ideas. Some learning activities, for example, process information about "when" by developing skill in using a uniform timeline. This device expresses well the observation of Sophocles that:

> All things the living and countless lapses of time
> Bring forth, displays, then hides once more in gloom.[11]

An "Advance" to the "Basics"

Accordingly, a "return" to these "basics" does not bode well for skills education nor Chinese studies. Judging from recommended learning activities, the "basics" include little Chinese content. Common sense is used in viewing darkly the terra incognita of China. Recommended learning activities for developing general skills enable a student to learn about the homeostatic world of the West. Uniform devices used in developing specific skills are mirrors rather than windows to the world or Chinese culture.

In contrast, increased study of China provides several take-off points for an "advance" to the basics in skills education. Inclusion of more Chinese content in learning activities makes possible more precise and global skill development. Appropriate learning activities include more Chinese content at different levels and stimulate different ways of inquiry in the development of general skills. They employ different devices for processing information about China in the development of specific skills.

One take-off point is a single topic which serves as the content for development of basic skills. A study of bamboo, for example, can serve as a take-off point for the development of general and specific skills. Illustrative learning activities are described below for developing each skill.[12]

General Skills	Illustrative Learning Activities
Locating information about China	Students locate information in references which describes where bamboo is found, major characteristics, growth patterns, and several uses of bamboo.
Organizing information about China	Students organize information about bamboo by making a chart of information acquired previously.
Evaluating information about China	Students evaluate information about bamboo by listing examples which illustrate fact and fiction about bamboo.
Acquiring information through reading about China	Students acquire information about bamboo by reading C. Lucas "Bamboo--Wood of 1001 Uses" Reader's Digest, May 1976, pages 23-24.
Acquiring information about China through listening and observing	Students acquire information about bamboo by viewing a slide presentation on the manufacture of bamboo products.
Communicating orally and in writing about China	Students communicate orally and in writing by presenting a report on the uses of bamboo. The oral report is accompanied by a demonstration, the written report by drawings.
Interpreting pictures, charts, graphs, and tables about China	Students interpret pictures by comparing photographs and paintings which include bamboo.
Working with others on projects related to Chinese culture	Students work with others by planting and caring for bamboo in the classroom.

General Skills	Illustrative Learning Activities
Reading about China	Students read appropriate Chinese books which include information about bamboo.
Applying critical thinking about China	Students apply critical thinking skills to social issues by analyzing the reasoning of the following statement--"Bamboo is as practical as the wheel and as necessary as air."
Specific Skills	
Interpreting the geography of China	Students interpret maps and globes by contrasting the climate in areas where bamboo is grown with the climate in areas where bamboo is not grown.
Understanding the history of China	Students understand time by completing a story about the disappearance of bamboo from China as an example of the "Mandate of Heaven." Students complete the story by describing necessary changes in everyday life of the Chinese and in the government of an unjust emperor.

A second take-off point is infusion of different topics about China which serve as the content for development of primary social studies skills. Illustrative learning activities are described below for developing each primary skill.

Primary Skills	Illustrative Learning Activities
Reading about China	Students read appropriate materials on China and define keywords which provide insight into society and culture.
Applying critical thinking about China	Students apply critical thinking skills about China by classifying examples of everyday life, art, and religion in Western and Chinese culture as different or similar.
Interpreting the geography of China	Students interpret maps and globes by devising an appropriate key for outline maps of regions in China.
Understanding the history of China	Students understand chronology by completing a chart indicating relevant information about the Five Agents described in the Chinese tradition.

The second take-off point is illustrated further by Basic Skills in Asian Studies: China. Twenty learning activities are described for developing primary social studies skills. Five learning activities are described for developing each primary skill. For developing skill in reading about China, learning activities focus upon:

1. Translating Chinese into English;
2. Pronouncing Chinese in English;
3. Classifying Sources of Information on China;
4. Using Reference Books on China;

and 5. Using Continuing Sources on China.

For developing skill in applying critical thinking about China, learning activities focus upon:

6. Correlating Portents in Imperial China;

7. Applying Chinese Mathematical Skills;

8. Comparing the Economy of the People's Republic of China;

9. Determining Images of Americans and Chinese;

and 10. Judging Right from Wrong by Americans and Chinese.

For developing skill in interpreting the geography of China, learning activities focus upon:

11. Describing the Geomancy of China;

12. Drawing Inferences about the Location of China;

13. Understanding Satellite Pictures of China;

14. Viewing China from Japan;

and 15. Reviewing the Geography of China.

For developing skill in understanding the history of China, learning activities focus upon:

16. Telling about Time in the Chinese Tradition;

17. Making a Timeline of Chinese History;

18. Assessing the Chinese Ladder of Success;

19. Analyzing the 1978 Constitution of the People's Republic of China;

and 20. Reviewing the History of China.

In carrying out these learning activities, the following procedures are recommended:

1 Allow adequate time for teaching;

2 Provide an encouraging instructional environment;

3 Teach each skill in small steps;

4 Correct student mistakes;

5 Have students practice each skill;

6 Recycle students through the new materials until they achieve mastery;

and 7 Evaluate student classwork with a pretest and posttest.[13]

Basic Skills in Asian Studies: China is useful for teaching procedures 3, 5, and 7.

To implement procedures 3 and 5, five learning activities are provided for developing each primary skill. Limited to two pages, each learning activity is a self contained module of instruction. On one page, each learning activity is introduced with a Description of a small step towards acquiring each primary skill. On the second page, each learning activity provides two opportunities to practice the primary skill. Entitled Test Yourself, these opportunities are intended to provide practice and stimulate class discussion of the learning activity.

To implement procedure 7, a Checklist and a Test are provided to evaluate student classwork. The Checklist is a pretest of a student's knowledge of the four primary skills. It is divided into four parts; each part focuses upon a primary skill. On the Checklist, a student is asked to respond to five items which pertain to each primary skill. The student responds with a "yes," "no," or "sometimes." "Yes" responses may indicate further development is not necessary. "No" and "sometimes" responses indicate further development is necessary during the study of China.

The Test is a posttest of a student's knowledge of the four primary skills developed by the twenty learning activities. It is divided into four parts; each part focuses upon a pirmary skill. On the Test, a student is asked to respond to ten items which pertain to each primary skill. The student responds by making the best possible choice among four answers to multiple choice question. The correct answer to the question is circled on

the Test. The Test is also divided into two levels of achievement. Level I requires recall of the primary skill; Level II requires application of the primary skill. Twenty items are associated with each level.

The table of specifications for the Test is indicated below for skill content and skill level by item number.

Skill Content	Skill Level I	Skill Level II	(Total)
Reading Materials on China	1,3,5,7,9	2,4,6,8,10	10
Applying Critical Thinking about China	11,13,15,17, 19	12,14,16,18, 20	10
Interpreting the Geography of China	21,23,25,27, 29	22,24,26,28, 30	10
Understanding the History of China	31,33,35,37, 39	32,34,36,38, 40	10
(Total)	20	20	40

Basic Skills in Asian Studies: China was field tested with secondary students enrolled in the Northern University High School division of the Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa 50613. Adapted to student maturity, these materials were used in several ways. The checklist was used to determine the need to emphasize particular skills. Learning activities were infused during a unit on China and were a "text" for a separate skills class. The test was used as an independent evaluation measure. Other ways to develop primary social studies skills in Asian studies during a study of China can be readily devised by the creative teacher.

To aid the teacher in this task, a list of References concludes Basic Skills in Asian Studies: China. On the list, a reference is provided for

additional information on the skill developed by each learning activity. Together, they suggest China will not remain a terra incognita in skills education. Moreover, they affirm skill development is basic during a study of China. Focusing upon the primary social studies skills, they offer hope that the serious decline in skill development can be abated with an appropriate advance to the basics in Asian studies and other social studies.

How secondary students are to learn about the world on one's own is one of the more important questions facing the social studies teacher. One answer to this question in Asian studies is by development of primary social studies skills during a study of China. Development of reading, thinking, geography, and history skills results in genuinely global knowledge of the many Tans of China; it enables students to become amphibians across the multiple spheres of place and time. Concerned with the heart and mind of each student, these basic skills in Asian studies are people's skills; they are the real thing.

Learning Activities to Develop Skill in Reading about China

1. Translating Chinese into English

Description: In most translations of Chinese into English, the translations are usually parallel but not literal. As a result, translations are representative versions of the original; different translators make different translations. In order to make a "good" translation, the translator is faced with the choice of one from a number of synonyms. Making the wrong choice would render a word or phrase unclear. In translating Confucian literature, for example, one translator found it impossible to translate the word teh in Chinese always as "virtue" or "character" in English. He illustrated his difficulty in translating the following comments of Confucius.

A. Confucius said: Thoroughbred, don't praise its strength, praise its teh.

According to the translator, the meaning of Confucius' statement becomes clear when it is translated as: In discussing a thoroughbred, you don't admire his strength, but admire his temper.

B. Confucius said: One having teh must have words; one having words not always has teh.

According to the translator, the meaning of this statement by Confucius becomes clear when it is translated as: A man who has a beautiful soul always has some beautiful things to say, but a man who says beautiful things does not necessarily have a beautiful soul.[14]

Test Yourself:

I. In the above examples, circle the original word which was translated. Underline the translated words expressed in English. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. One job faced by the translator is choosing correct synonyms.

____ 2. The examples cited by the translator are from a related language and culture.

____ 3. Different translators translate the same examples in different ways.

____ 4. A good translation is a literal expression of an original phrase in another language.

____ 5. A good original probably requires re-translation every century.

II. Translate the saying of Confucius (A or B) into your own words.

_____

_____

_____

_____

Answer the following questions with a "yes" or "no."

____ 1. My own words are ar example of translation.

____ 2. My own words include several synonyms.

____ 3. My own words are a literal translation of the words of Confucius.

____ 4. My translation is probably the same as my neighbor.

Ask five people to tell you the meaning of your translation. Write their responses below.

_____

_____

_____

_____

____ 5. Did your translation communicate the same meaning to the five people?

Explain your answer.

_____

_____

_____

2. Pronouncing Chinese in English

Description: Several years ago, a standard romanization system was developed in order to make more easy the pronunciation of Chinese in English. This system is called pin yin. Most of the letters in this system have a common sound used in English. Some exceptions are as follows:

The letter "o" is pronounced as "aw" as in the word law.
The letter "q" is pronounced as "ch" as in the word cheek.
The letter "s" is pronounced as "sh" as in the word shore.
The letter "x" is pronounced as "sh" as in the word she.
The letter "z" is pronounced as "j" as in the word jump.

This system has been used in Europe and, as of January 1, 1979, in all documents printed in the People's Republic of China.

Use of this system is illustrated by the press release of the People's Republic of China Mission to the United Nations on January 1, 1979. Part of this release is noted below:

PRESS RELEASE
NO. 01
1 Jan. 79

PREMIER HUA GUOFENG CONGRATULATES PRESIDENT CARTER ON ESTABLISHMENT OF SINO-U.S. DIPLOMATIC RELATIONS

Beijing, January 1 (Xinhua) -- Hua Guofeng, Premier of the State Council of the People's Republic of China, today sent a message to Jimmy Carter, President of the United States, extending war congratulations on the establishment of diplomatic relations between the People's Republic of China and the United States of America. . . .

VICE-PREMIER DENG XIAOPING CONGRATULATES PRESIDENT CARTER ON ESTABLISHMENT OF SINO-U.S. DIPLOMATIC RELATIONS

Beijing, January 1 (Xinhua) -- Deng Xiaoping, Vice Premier of the State Council of the People's Republic of China, today sent (the following) message to Jimmy Carter, President of the United States. . . .

Test Yourself:

I. Circle the words in the press release which are probably printed according to the pin yin system. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The circled words include several exceptions to common sounds in English.

____ 2. The word "Deng" probably refers to Teng.

____ 3. The word "Beijing" probably refers to the word Shanghai.

____ 4. A press release of January 1, 1978, probably used the pin yin system.

____ 5. Recent maps of China published in the United States will probably require revision within several years.

II.

1. Locate a current article on the People's Republic of China which used the pin yin system. Make a list of five pin yin words in the article. _____, _____, _____, _____, _____.

2. Chinese visitors to the United States have as much difficulty in pronouncing American English as American students have in pronouncing Chinese. A recent group of Chinese visitors visited several cities in the United States. They identified the American cities in letters to relatives in China as follows: Huarshehngduhn, Jyjiage, Luoh.shanji, Nioouyue, Shiyaatur.
Which cities did they visit? _____, _____, _____, _____, _____.[15]

3. Classifying Sources of Information on China

Description: Sources of information on China can be divided into two groups. One group includes original accounts. They are first hand accounts which provide information about an event when it happened. For example, a speech by Mao is a first hand account. Similar first hand accounts are classified as primary sources. The second group includes sources which are not original. They are second hand accounts which provide other than eyewitness information about an event. For example, a biography of Mao written by an American student is a second hand account. Similar second hand accounts are classified as secondary sources. Primary sources are usually more useful as they provide information furnished by people involved in the event described by the sources. Like secondary sources, however, the information may or may not be true.

Some sources of information on China include the following:

Background narrative in a textbook;

A map of China during the Han dynasty published in the United States;

A television comedy show about the Korean War;

A copy of the treaty between China and the United States in 1776;

A cartoon about the "Gang of Four" in Look magazine;

A history of Chinese literature;

Definitions of review words in a Glossary;

A report on China's economy by an American economist.

Test Yourself:

I. Circle the primary sources listed above. Underline the secondary sources. Label with the letter F any source which is fiction. Determine if the following statements are true or false about these sources. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of the sources are primary or secondary sources.

____ 2. Each of the underlined sources is a first hand account.

____ 3. Each of the circled sources was written by a person involved in the event described by the source.

____ 4. Primary and secondary sources are true accounts.

____ 5. A history textbook is a secondary source.

II.

1. Make a list of the secondary sources underlined above. Change the title of the source to indicate, if actually written, a primary source of information.

(A) List of Secondary Sources	(B) Changes into Primary Sources

Using the sources listed in (B), answer the following questions with a "yes" or "no."

____ 2. Does list (B) indicate first hand accounts?

____ 3. Does list (B) indicate the author was involved in the event described by the source?

____ 4. Does list (B) include examples of fiction?

5. Use the library and make a list of 5 primary sources and 5 secondary sources not included above.

Secondary Sources	Primary Sources

4. Using Reference Books on China

Description: Reference books on China can be divided into two groups. One group includes reference books which contain information on China and other places in the world. These books include almanacs, atlases, collections of primary sources, dictionaries, encyclopedias, statistical abstracts, and travel guides. These books are called general references. The other group includes reference books which contain information on China and not on other places in the world. These books are called special references. Some of the general and special reference books on China are listed below.

General Reference Books

Asia Yearbook (Hongkong: Far Eastern Economic Review, Annual)

Facts on File (New York: Facts on File, Annual)

Showers, Victor, World Facts and Figures (New York: Wiley, 1979

Times Atlas of World History (New York: Hammond, 1978)

Worldmark Encyclopedia of Nations (New York: Wiley, 1976)

Special Reference Books

deBary, William T., Sources of Chinese Tradition (New York: Columbia, 1960)

Kaplan, Fredric et al Encyclopedia of China Today (New York: Harper, 1979)

Japan Air Lines Guide to the People's Republic of China (Fair Lawn, New Jersey: Eurasia Press, 1978)

Times Atlas of China (London: Times, 1974)

Wu, Yuan-li China (New York: Praeger, 1973)

Test Yourself:

I. In the above list, circle the references available in the school library. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of these reference books are in the school library.

____ 2. General reference books and special reference books provide basically the same information.

____ 3. Included in the list of general reference books is a collection of primary sources.

____ 4. Included in the list of special reference books is a statistical abstract.

____ 5. The best source of information on China is an almanac.

II.

1. Use each of the circled reference books. Note the title, one fact which you located in the reference, and the page number on which this fact is discussed.

Reference Title	One Fact	Page Number

2. Locate five other reference books which have information on China. Classify each book as a general reference book or a special reference book. Note the title and call number of each book.

Call Number	General Reference Books	Call Number	Special Reference Books

5. Using Continuing Sources on China

Description: In addition to the usual continuing sources of general information, there are other sources of information devoted to China. These sources can be divided into two groups. One group includes materials published in the United States. These materials include articles of opinion, translations of broadcasts made in China, news articles, and "human interest" articles from both a favorable and unfavorable perspective. The other group includes materials published in China. These materials include similar topics but from the perspective of the government which published the materials. Some of the American and Chinese sources of continuing information on China are listed below. Unless otherwise indicated, the Chinese sources are published in the People's Republic of China.

American Sources

Asian Survey (Monthly Review of Current Events)

Asia Mail (Monthly Newspaper)

Current History (one issue is on China in each year)

Daily Report: People's Republic of China (United States Foreign Broadcast Service)

New China

Chinese Sources

Bejing Review

China Pictorial

China Reconstructs

Free China Weekly (Taiwan)

Vista (Taiwan)

Test Yourself:

I. In the above list, circle the continuing sources available in the school library. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of these continuing sources are in the school library.

____ 2. American and Chinese continuing sources provide basically the same information.

____ 3. Included in the list of American sources is a collection of primary sources.

____ 4. Included in the list of Chinese sources are sources from the Republic of China.

____ 5. The best continuing source of information on China is the local newspaper.

II.

1. Use each of the circled continuing sources. Note the title, one fact which you located in the source, date, and page number on which this fact is discussed.

Source Title	One Fact	Date	Page Number

2. Locate five other continuing sources of information on China. Classify each source as an American source or a Chinese source. Note the title and the title of one article in each source.

Title	Title of the Article

Learning Activities to Develop Skill in Applying Critical Thinking About China

6. Correlating Portents in Imperial China

Description: Probably more popular in traditional than in modern China, astrology provides a different way of viewing China and its place in the world. In traditional China, the ruler considered himself the son of heaven and the court employed astrologers to tell the meaning of various portents which appeared in the form of celestial, meterological, and seismological events. Portents included the appearances of supernovae, the conjunction of planets, comets, hailstorms, earthquakes, and floods. These natural events were studied carefully and correlated with events in the government and society.

According to the Record of the Grand Astrologer-Historian, for example, it was said that:

> When Mercury appears in company with Venus to the east, and when they are both red and shoot forth rays, then foreign kingdoms will be vanquished and the soldiers of China will be victorious.[16]

Similarly, in the Standard History of the Former Han, an Imperial edict noted that:

> When the prince of men is not virtuous, a reproach appears in Heaven or Earth, and visitations and prodigies happen frequently, in order to inform him that he is not governing rightly. Our experience in governing has been (only) for a brief time, so that (we) have not been correct in (our) acts, hence on (the 5th Jan. B.C. 29) there was an eclipse of the sun and an earthquake. We are greatly dismayed. . . .[17]

Test Yourself:

I. Circle the words which describe portents in the above quotations. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

___ 1. The portents refer to natural events.

___ 2. The portents are examples of seismological events.

___ 3. When the celestial conditions are favorable, China will win its war.

___ 4. When the celestial conditions are unfavorable, China will win its war if it has enough soldiers.

___ 5. Astrology in China is associated with the real world.

II.

1. Suppose the ruler of China behaved in ways contrary to the natural order. Would he remain qualified to be ruler of China? _____

Explain your answer. _____

_____

2. Suppose a major natural disaster occurred in China. Would there be a change in the government? _____

Explain your answer. _____

_____

3. Is it correct to say that natural events were matters of great political concern in traditional China? _____ modern China? _____

Explain your answer. _____

_____

7. Applying Chinese Mathematical Skills

Description: Among the more noteworthy accomplishments of Chinese mathematicians were:

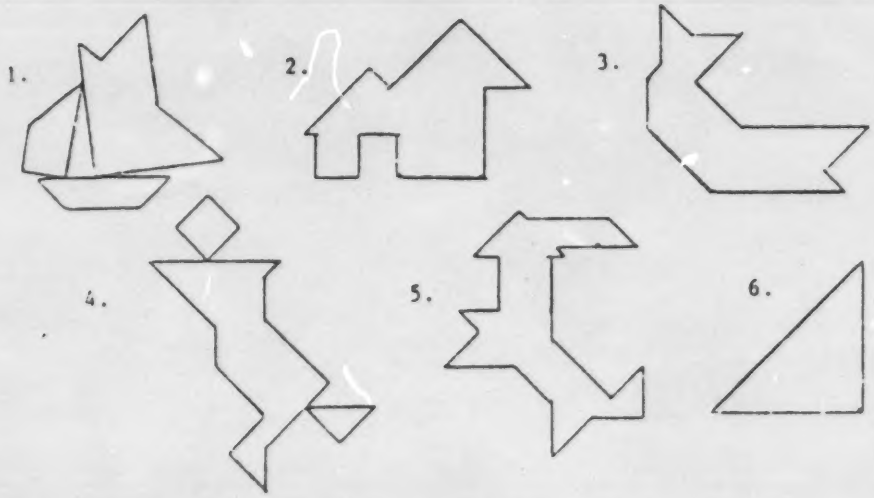
an early use of the Pythagorean theorem;

an accurate root extraction process preceding Western discovery by six hundred years;

use of the Pascal triangle for finding coefficients for a binomial expansion three hundred years before Pascal thought of it.

Also of interest have been the development of various mathematical puzzles. These puzzles included tangrams. Tangrams are combinations of seven shapes. Arranged correctly together, the seven shapes make a square. Rearranged imaginately, they can represent animals, people, buildings, and things.

Several examples of tangrams are noted below.[18]



Test Yourself:

I. Draw in the lines which indicate the seven shapes used to make the examples noted above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of the examples are tangrams.

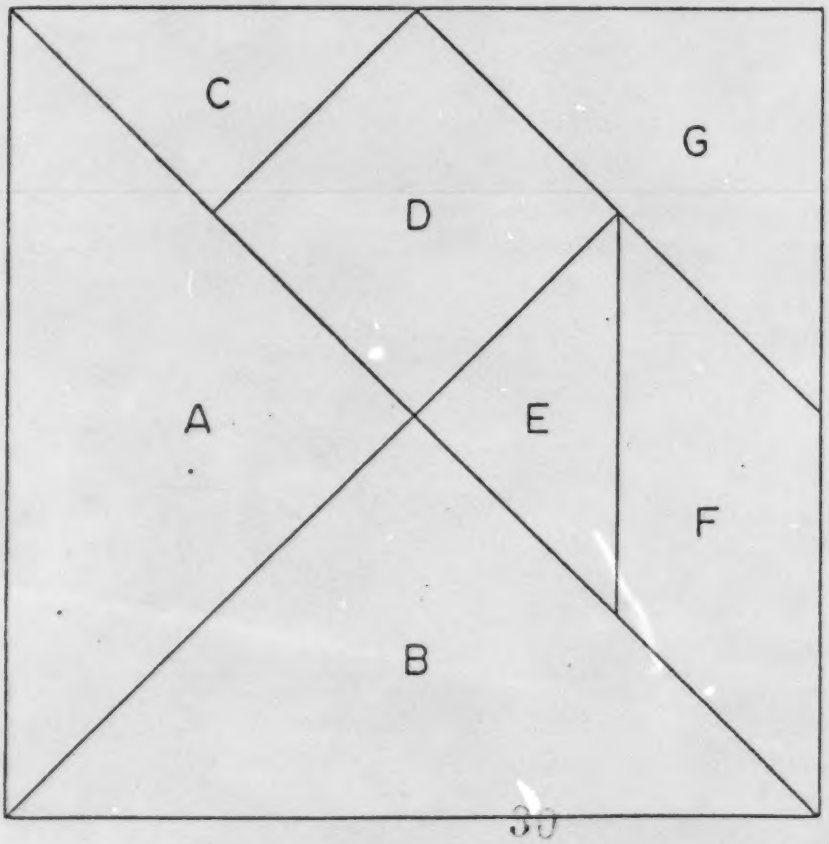
____ 2. In each tangram, there are seven shapes.

____ 3. In each tangram, there is at least one right isosceles triangle.

____ 4. In each tangram, there is at least one square.

____ 5. Only the Chinese can make tangrams.

II. Trace the square illustrated below on a piece of stiff paper. Cut the tracing into the seven shapes indicated by letters. Rearrange the shapes into four different tangrams of everyday life in China.



8. Comparing the Economy of the People's Republic of China

Description: In comparing the economy of the People's Republic of China (P.R.C.) with other Communist nations, reliable information is not often available. In addition, comparative figures become quickly out of date due to inflation in non-Communist nations. Comparison of Communist nations after a ten year interval in recent time, for example, may be particularly misleading due to the decline in the value of the dollar. By using a base year, however, a relatively accurate comparison can be made.

Using 1976 as a base year, the United States government estimated the economic characteristics of selected Communist nations as follows.

Economic Characteristics of the Communist Nations[19]

	P.R.C.	CZECHOSLOVAKIA	GER. DEM. REP.	POLAND	U.S.S.R.
1976 GNP ($) billions at 1976 prices	_____	57.9	66.2	92.0	921.7
1976 GNP per capita ($)	_____	3,885	3,840	2,674	3,590
Real growth rate, 1976 (%)	_____	1.9	2.4	5.7	3.7
Principal natural resources	_____	uranium lignate & coal clays & refractories	brown coal potash	coal copper sulphur	petroleum natural gas iron ore potash forestry products non-ferrous metals
Development emphases	_____	machine machine tools chemicals consumer foods	metallurgy machine tools automation precision instrumentation chemicals	chemicals non-ferrous mining metallurgy electronics	energy chemicals metallurgy transport agricultural

Test Yourself:

I. Use library resources and complete the chart for the P.R.C. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The completed chart includes estimates for all Communist nations.

____ 2. In terms of 1976 Gross National Product (GNP) per capita, the P.R.C. is the most wealthy of the Communist nations.

____ 3. This comparison of Communist nations indicates that agriculture is the foundation of Communist economies.

____ 4. The standard of living in the P.R.C. is gradually improving.

____ 5. The P.R.C. is the most developed of the Communist nations.

II. Make a bar graph of the real growth rate of Communist nations in terms of percent for 1976. Use a reference book and determine the growth rate for the United States in 1976. Place the United States growth rate on the graph. Judging from the completed graph, is it correct to say that the P.R.C. and Communist nations are more developed than the United States? _____

Explain your answer. _____

_____

9. Determining Images of Americans and Chinese

Description: Images of others and selves are often more important than facts in acquiring understanding. According to one social scientist, student images of themselves and others include concepts of "Me," "Me as a Student," "Teachers," "The Grading System," "Opportunities for Making Friends," "Social Activities," and "Community Acceptance of Me." This social scientist asked students in selected schools in the United States and in Taiwan (Republic of China) to mark their reactions to each of these concepts on a scale. At opposite ends of each scale were adjectives like good-bad, strong-weak, and so on. A number was assigned to points on each scale. Student marks on each scale were translated into scores. Total scores were reported according to the median score of each group. High scores reflected favorable scores.[20]

The summary of scores for all concepts is noted below.

Concepts	Americans N=864	Chinese N = 204
Me as a student	5.0	5.1
Me	5.3	5.2
Teachers	4.6	5.2
The grading system	4.3	4.3
Opportunities for making friends	5.0	4.7
Social Activities	4.5	5.0
Community acceptance of me	4.7	4.7
Total Median	4.6	5.2

Test Yourself:

I. In this study, differences of .3 between the Americans and Chinese were significant. Circle the concepts which indicated a significant difference between American student images and Chinese student images. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The circled concepts indicate a significant difference between American images and Chinese images of themselves.

____ 2. The circled concepts indicate a significant difference between American images and Chinese images of others.

____ 3. American students think more favorably of teachers than Chinese students.

____ 4. The total mean score of Chinese students was 5.2.

____ 5. American students scored higher than Chinese students.

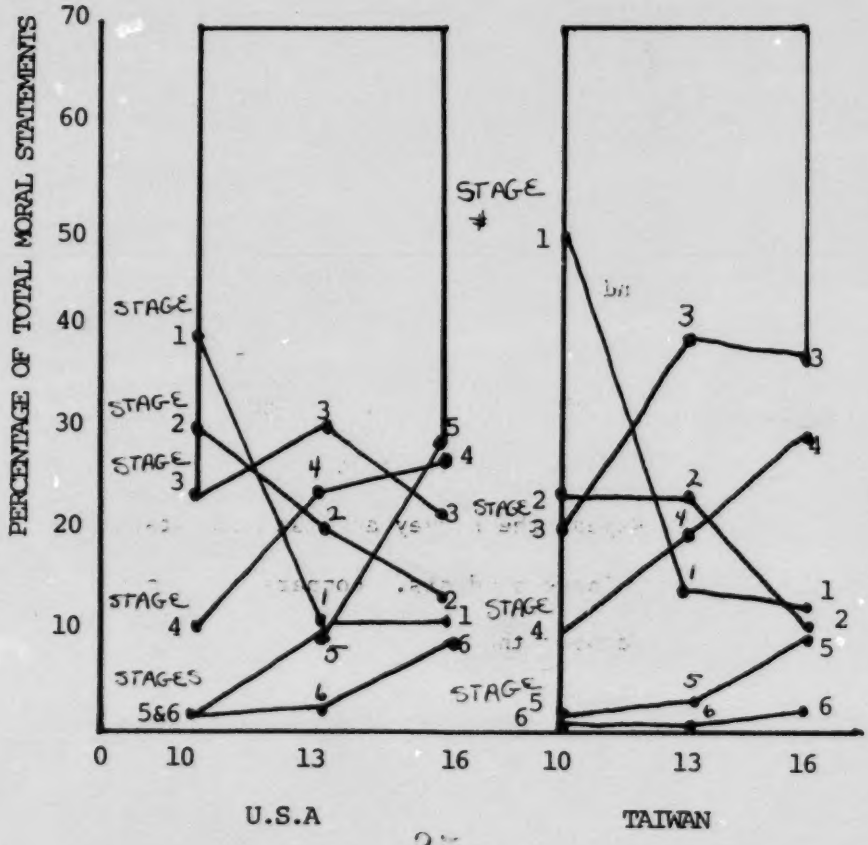
II.

1. Is it correct to say there is no significant difference between American student images of themselves and others, and Chinese student images of others and themselves?
2. Make a survey of a class regarding its images of others and themselves. Compare the results of the survey with the results obtained by the social [illegible]ist.
3. Repeat the survey and ask students to imagine themselves as Chinese students. Compare the number of identical scores between the first survey and second survey.

10. Judging Right from Wrong by Americans and Chinese

Description: For many, judging right from wrong is the most important social issue. According to one social scientist, students develop their skill in judging right from wrong in six stages. Stage 2 understanding develops after Stage 1, Stage 3 after Stage 2, and so on. Development through the stages occurs over many years. This social scientist asked male students in selected schools in the United States and in Taiwan (Republic of China) to describe what they would do in different situations involving a judgement between right and wrong. Their answers were classified by stages and the percentage of total moral statements made by age 10, 13, and 16 students were determined.[21]

The summary of scores for all age groups is noted below.



Test Yourself:

I. Study the graphs and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Almost all students made more than 50% of total moral statements.

____ 2. At age 10, boys use the stages according to the difficulty of stages.

____ 3. At age 13, boys use stage 3.

____ 4. At age 16, boys have reversed the order of stages used by age 10 boys except for stage 6.

____ 5. Females use the same stages at ages 10, 13, and 16 as males.

II. One of the situations which the social scientist used in this research was as follows:

A man and wife had just migrated from the high mountains. They started to farm, but there was no rain, and no crops grew. No one had enough food. The wife got sick, and finally she was close to dying from having no food. There was only one grocery store in the village, and the storekeeper charged a very high price for the food. The husband asked the storekeeper for some food for his wife, and said he would pay for it later. The storekeeper said, "No, I won't give you any food unless you pay first." The husband went to all the people in the village to ask for food, but no one had food to spare. So he got desperate, and broke into the store to steal food for his wife.

1. Should the husband have stolen food for his wife? _____

   Why? _____

2. Is it correct to say that there is no difference between American and Chinese student understanding of right and wrong? _____

   Explain your answer. _____

   _____

Learning Activities for Developing Skills in Interpreting the Geography of China

11. Describing the Geomancy of China

Description: Geomancy is the appreciation of places which are felt to be especially important. Supposedly, these places are better than other places and they promote health, family ties, wealth, and high social position. Often, these special places are represented by symbols which dominate the imagination. In the Chinese tradition, it is said,

> the beginning and end of geomancy is nothing more than the layout of mountain ridges, and all the authorities are alike in referring to them as dragons. Why is this? Because none but the magic dragon can lie low or fly, and be big or small; and the earth's forms may rise to mountain heights or fall away to deep springs; they open wide to cover counties and to extend through subprefectures; they contract and are like a thread or a string. Is this not like a dragon? The magic dragon writhes and changes, unknowable in its subtle origins; and mountain ridges that have living qi will start to run east then suddenly turn west, or begin to run south then suddenly head north; you cannot pin them down--off they go in all directions. Surely nothing but the writhings of the magic dragon is an adequate figure of the mountain ridges' permutations. What does not resemble the permutations of the magic dragon does not realize the subtle geomancic essence.[22]

Test Yourself:

I. Circle the words which describe the behavior of dragons in Chinese geomancy in the above example. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Geomancy is a myth.

____ 2. The beginning and end of geomancy is a river.

____ 3. The Chinese referred to rivers as serpents.

____ 4. Geomancy in China is associated with major landforms.

____ 5. The dragon is a special symbol to the Chinese.

II. List nine actual places which the Chinese probably believed were better than other places.

_____ _____ _____

_____ _____ _____

_____ _____ _____

Underline three of these places. Give a reason why these places were probably viewed as better.

		Reason
1.	_____	_____
2.	_____	_____
3.	_____	_____

4. Is it correct to say that geomancy is believed by the modern Chinese? _____

5. Explain your answer. _____

_____

_____

12. Drawing Inferences about the Location of China

Description: Inferences are conclusions based upon available evidence. Inferences can be classified as Type 1 and Type 2. Type 1 inferences are implications based upon hints. These inferences are made indirectly from information. Type 2 inferences are deductions based upon facts. These inferences are made directly and result in logical conclusions. For example, a student read the following description of the location of China.

> China is located in continental Asia and nearby islands. It is bounded on the east and southeast by the Pacific Ocean; on the south and southwest by the Indo-China Peninsula and the Indo-Pakistan subcontinent; and on the west and north by western Turkistan and Siberia. . . .
>
> Its easternmost boundary is at Longtitude 135° 4' E. at the junction of the Amur and Ussuri Rivers; the westernmost boundary, Longitude 71° E on the Pamir plateau. The southernmost point of China is Latitude 4° N at James Shoal in Nansha Chuntao (the South Sand Islands); and the northernmost point at Latitude 53° 57' N in the Sayan Ridge in northern Tannu Tuva.
>
> In latitude, China extends over 49° 57' from the extreme south to the extreme north. The greater part of the country is in the temperate zone.
>
> From northeast to southwest, China's neighbors are Korea, the Soviet Union, Afghanistan, Pakistan, India, Nepal, Sikim, Bhutan, Burma, Laos and Vietnam.[23]

After reading this description, the student made the following statements.

1. China is located in Asia.
2. The Pacific Ocean is west of China.
3. The territory of China is about the same size as the United States.
4. China and the United States occupy similar latitudes.
5. The climate of northeastern China is similar to the climate of Iowa.

Test Yourself:

I. In the above list, circle the statements which are Type 1 inferences. Underline the statements which are Type 2 inferences. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of the above statements are inferences.

____ 2. Any conclusion is an inference.

____ 3. Type 1 inferences are based upon facts and logic.

____ 4. Type 2 inferences are based upon hints.

____ 5. Most of the above statements are Type 2 inferences.

II. Make two additional inferences from the information about the location of China.

1. _____

_____

2. _____

_____

3. & 4. Classify the inferences as Type 1 or Type 2. Give a reason for your answer.

Inference	Type	
1.	____	Reason _____
2.	____	Reason _____

5. Is it correct to say that both the People's Republic of China and the Republic of China would probably accept this description of the location of China? _____

Explain your answer. _____

_____

13. Understanding Satellite Pictures of China

Description: One way to view China's landscape is with Landsat, an unmanned satellite used for surveying the earth's surface and resources. Landsat gathers data primarily through remote sensing which records electromagnetic radiation ranging from the ultraviolet to the microwave portions of the spectrum. Many experts apply this information to solving practical problems including food production and energy supplies. Landsat images make it possible to visualize land surfaces with enough clarity to recognize many natural and cultural features. Moreover, Landsat images are quite striking as works of scientific art.

Landsat images of China include the following:

A. Southwest Sinkiang Province

B. Lake Baghrash

C. Desert Dunes

D. the "Great Ear" of China

E. Gobi Desert

F. Southern Gobi Desert

G. Hong Kong and Canton

H. The Yellow River

I. Peking

J. Yalu River[24]

Test Yourself:

I. Circle the images which depict geographic features in China Proper. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Some of these images indicate China is mountainous.

____ 2. A likely place for testing nuclear devices is illustrated by image I.

____ 3. These images suggest China Proper has similar natural features.

____ 4. No cultural features are shown by the images.

____ 5. Each image is factually correct.

II.

1. Locate ten natural and cultural features indicated by the images on an outline map of China.
2. Match the following places with the appropriate images.

Images	Places
A	the border between the Kirlin Province of Manchuria and North Korea along the Yalu River
B	
C	the capital of the People's Republic of China
D	
E	north-central China, in the Shansi Province south of Inner Mongolia
F	
G	China coast and the cities of Kuangchou (formerly Canton)
H	
I	the juncture between the Kunlun Mountains and the great Takla Makan desert
J	

3. Make a list of comparisons and contrasts between the People's Republic of China and the United States suggested by the Landsat images of both nations.

Comparisons	Contrasts
_____	_____
_____	_____
_____	_____

14. Viewing China from Japan

Description: To the ancient Chinese, China was the Middle Kingdom. Other kingdoms were considered less civilized; "they" were barbarians according to "we" Chinese. As seen from Japan, China was rightfully the Middle Kingdom until modern times. Now, Japan is faced with two Chinas. More powerful economically than either of the two Chinas, Japan remains apprehensive about the Chinese dragon brooding so large and so close. One way to view China from Japan is illustrated below.[25]

Test Yourself:

I. Use the above map and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. As seen from Japan, China is a huge country.

____ 2. As seen from Japan, Taiwan is much smaller than mainland China.

____ 3. China's size was probably one reason why the barbarians recognized the superiority of the Chinese.

____ 4. As seen from Japan, the Soviet Union is less a threat than China.

____ 5. As seen from Japan, the United States is probably viewed as much as a threat as China.

II.

1. Locate on an outline map of Northeast Asia the following:
   the People's Republic of China;
   cities with over a million in population, and capitals;
   the Republic of China;
   Japan, North Korea, South Korea, Soviet Union;
   major physical features on land and water.
2. Make two comparisons between your map and a map of the United States. _____, _____
3. Is it correct to say that China is to the far east of the United States? _____. Explain your answer below:
   _____
   _____
4. Are "we" in the far east or are "they"? _____
5. Explain your answer. _____
   _____

15. Reviewing the Geography of China

Description: In reviewing for the college entrance examination of 1978, students in the People's Republic of China studied eight subjects: mathematics, physics, chemistry, politics, history, geography, Chinese language, and a foreign language (either English, French, Spanish, Russian, German, Japanese, or Arabic). Tests in three of the subjects--mathematics, politics, and Chinese language, were required. All students were tested in five of the eight subjects; many were tested in six subjects. An official review outline was distributed to help students prepare for the examination. In geography, the outline included topics on basic knowledge, Chinese geography, and world geography. Included on the outline were the following topics on the geography of China:

1. China's geographical location and area. Continental neighbors. Nearby oceans and seas. Oceanic neighbors. The location and names of the 30 provinces, independent cities, and autonomous regions.
2. China's population and its distribution.
3. Characteristics of China's topography and climate.
4. China's important rivers.
5. China's agricultural development after Liberation.
6. Characteristics of the three northeastern Provinces, middle and lower sections of the Yellow River, middle and lower sections of the Yangtze River, southeast seacoast region, Szechwan basin, Tsinghai-Tibetan plateau, north and south T'ien-shan, and Inner Mongolia.

Test Yourself:

I. Circle the words in the above list which refer to physical geography. Underline the words which refer to cultural geography. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The list of topics includes all of the topics on the geography of China noted in the official review.

____ 2. More topics pertain to physical geography than cultural geography.

____ 3. The geography test was a test of student knowledge of the geography of China.

____ 4. The teaching of geography is important in China.

____ 5. The learning of geography requires learning more facts than skills.

II.

1. Indicate the names and locations of each place noted in topics 1 and 4 on an outline map.
2. Make a list of the characteristics described in topics 3, 4, and 6.
3. In studying geography, students learn that the United States is a highly developed imperialist and monopoly capitalist state. Is it correct to say that the teaching of world geography also serves a political purpose in China? _____

   Explain your answer. _____

   _____

Learning Activities for Developing Skill in Understanding the History of China

16. Telling About Time in the Chinese Tradition

Description: As in other cultures, Chinese culture includes a variety of ways of telling about time. In the Chinese tradition, an important way of telling about time is in regard to experiences with the basic elements of nature. In this tradition, it is said,

> The vital forces of heaven and earth join to form a unity, divide to become the yin and yang, separate into the four seasons, and range themselves into the five agents. "Agent" in this case means activity. Each of the activities is different, therefore we speak of them as the five activities. The five activities are the five agents. In the order of their succession they give birth to one another, while in a different order they overcome each other. Therefore in ruling, if one violates this order, there will be chaos, but if one follows it, all will be well governed.[26]

Test Yourself:

I. Circle the words associated with nature in the above description. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The circled words are associated with the basic elements of nature.

____ 2. The basic elements of nature are yin and yang.

____ 3. Yin and yang separate into the five agents and range themselves into the four seasons.

____ 4. The five agents are the five activities.

____ 5. The five activities follow the order.

II.

1. In telling time according to this tradition, which is more important: the order of nature or the rule of government? _____
Explain your answer. _____

_____

2. If a ruler governs poorly, will there be chaos? _____
Explain your answer. _____

_____

3. If there is a natural disaster such as a major earthquake, will there be probably a change in the government? _____
Explain your answer. _____

_____

4. & 5. Describe differences between the way of telling time according to Chinese tradition and the American way of telling time.

_____

_____

17. Making a Timeline of Chinese History

Description: China's history can be represented on a timeline. The timeline may be vertical or horizontal and is divided into equal units which represent the same number of years. The years are marked on the timeline. Events are identified on the timeline by a label and date OR a letter/number which identifies the event by a key placed below the timeline. A common practice is to identify events according to the new Christian calendar and omit the designation of A.D. in identifying modern dates. Dates identified by B.C. indicate the approximate number of years of the event before the birth of Christ. As different people use different calendars, dates are not precise indicators of when events occurred. Rather, they are most useful for organizing events in order of occurence.

Some of the more important dates in the history of China include the following:

221 B.C.
206 B.C.
581 A.D.
618 A.D.
1280 A.D.
1368 A.D.
1662 A.D.
1840 A.D.
1912 A.D.
1945 A.D.
1949 A.D.
1976 A.D.
1979 A.D.

Test Yourself:

I. Use the above list of dates and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. These dates are important dates in China's history.

____ 2. These dates are identified by the new Christian calendar.

____ 3. Everyone would probably agree that the events represented by these dates occurred precisely on these dates.

____ 4. These events could be placed on a timeline.

____ 5. This timeline would be organized according to dynasties.

II.

1. Identify an event which occurred on each of these dates in China's history.

2. Make a horizontal timeline which identifies 10 of these events. Draw the timeline below.

3. Make a vertical timeline which identifies the dynasties of China. Draw the timeline in the margin.

4. Which timeline represents a more accurate history of China? ____
Explain your answer. _____

_____

5. Is it correct to say that both timelines indicate cause and effect relationships among events? ____
Explain your answer. _____

_____

18. Assessing the Chinese Ladder of Success

Description: During the Ming dynasty (1368 - 1644 A.D.), there were probably more opportunities for the ordinary Chinese of above average intelligence to become a literati than in all previous dynasties. In the succeeding Ching or Manchu dynasty (1644-1912 A.D.), however, the opportunities for advancement by merit declined. The decline was due to the natural advantages of wealth enjoyed by the officials and gentry, and to a fixed quota for jobs despite increases in population. The examination system was abolished in 1905 A.D.. With the overthrow of the imperial government in 1912 A.D., opportunities for the ordinary to advance were further reduced. Few leaders of the Republic of China came from humble families.

In reviewing the careers of officials who served during the Ming and Ching dynasties, a historian classified successful graduates of the imperial examination into three categories as follows:

Graduates of the Imperial Examination (in percent)[27]

Period	Category A	Category B	Category C
1371-1496	58.2	----	41.8
1505-1580	46.9	0.9	52.2
1586-1610	28.5	16.0	55.5
Ming average	47.5	2.5	50.0
1652-1661	29.2	13.6	57.2
1673-1703	15.8	16.4	67.8
1822-1904	15.5	20.0	64.5
Manchu average	19.1	18.1	62.8

Test Yourself:

I. In the above classification, Category A consisted of graduates whose families did not have a single graduate of any examination during the preceding three generations. Category B consisted of graduates whose families had at least one graduate of a local examination but not graduates of higher examinations during the preceding three generations. Category C consisted of graduates whose families had at least one graduate during the preceding three generations. Circle the Category which had the most graduates for each period of time. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The distribution of categories is about the same during the Ming and the Manchu dynasties.

____ 2. The opportunities for advancement by merit were greater in the Ming dynasty than in the Manchu dynasty.

____ 3. In most years, the opportunities for advancement by the wealthy were probably greater than opportunities by the poor.

____ 4. An ordinary person would probably have had less success if born during the Manchu dynasty.

____ 5. Women would probably have had little success regardless if if they were born during the Ming or Manchu dynasties.

II. Contrast and compare the civil service system in old China with the civil service system in the United States. Is it correct to say that the civil service system in the United States is superior? ____ Explain your answer. _____

_____

19. Analyzing the 1978 Constitution of the People's Republic of China

Description: The People's Republic of China has had three national constitutions during its first thirty years. The first constitution was passed in 1954, the second in 1975, and the third in 1978. The third constitution reaffirmed the leading body as a three-in-one combination of the old, middle-aged, and young and the importance of Marxism-Leninism-Mao Tsetung Thought. It also reflected some changes which had taken place after the deaths of Chou and Mao. Some passages from the 1954 constitution, for example, were restored. More striking were the addition of phrases which focused upon development of the economy and social concerns.

Some of these phrases are noted below:

Article 10

. . . Work is an honorable duty for every citizen able to work. The state . . . applies the policy of combining moral encouragement with material reward. . . .

Article 11

The state adheres to the general line of going all out, aiming high, and achieving greater, faster, better, and more economical results. . . . It undertakes . . . high-speed development of the national economy. . . .

Article 14

. . . The state applies the principle of "letting a hundred flowers blossom and a hundred schools of through contend," so as to promote the development of the arts and sciences. . . .[28]

Test Yourself:

I. Use the above information and determine if the following stktements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The People's Republic of China has had only two constitutions in its history.

____ 2. The 1978 Constitution was probably approved by a majority vote of the people.

____ 3. The 1978 Constitution reaffirmed Marxism-Leninism-Mao Tsetung thought as the basis guiding the nation

____ 4. The 1978 Constitution probably reflected more the influence of Mao than did the 1975 constitution.

____ 5. The 1978 Constitution is an example of a primary source.

II.

1. Devise an hypothesis which would explain the need for three national constitutions during the first thirty years of the People's Republic of China. _____

_____

2. Is it correct to say that with the 1978 constitution of the People's Republic of China, the Chinese achieved the goals set by Sun Yat-sen? _____

Explain your answer. _____

_____

3. & 4. List two comparisons between the constitution of the People's Republic of China (1978) and the constitution of the United States (1789). _____

_____

5. Analyze the reasoning in the following analogy: Democracy in the United States is to a constitution as a constitution is to Communism in the P.R.C. _____

_____

20. Reviewing the History of China

Description: The college entrance examination of 1978 in the review outline for history on the People's Republic of China included topics on basic knowledge, Chinese history, world history, and "historical materialism." Included on the outline were the following topics on the history of China.

Ancient Chinese History

I. Primitive society

II. Slaveowning society (Hsia Dynasty)

III. Feudal Society (Ch'in to Ching Dynasties)

Modern Chinese History

I. The Opium War

II. The T'ai-p'ing Rebellion and the Second Opium War

III. The birth of Chinese capitalism (-Rule by Warlords)

Contemporary History

I. The establishment of the Chinese Communist Party

II. The First Revolutionary Civil War
(Reorganization of the Kuomintang--Nan-ch'ang uprising)

III. The Second Revolutionary Civil War (Nan-ch'ang uprising--Sian Incident)

IV. The Anti-Japanese War (Marco Polo incident to "victory")

V. The Third Revolutionary Civil War (--founding of the People's Republic of China)

Test Yourself:

I. Circle the topics in the above list which refer to politics. Underline the topics which refer to economics. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The list of topics includes all of the topics on the history of China noted in the official review.

____ 2. More topics pertain to politics than economics.

____ 3. The history test was a test of students' knowledge of the the history of China.

____ 4. The teaching of history includes current events.

____ 5. The learning of history requires learning more about contemporary history than modern or ancient history of China.

II.

1. Identify the approximate dates for topics II, III, in ancient Chinese history, topics I, II, in modern Chinese history, and topic I, in contemporary Chinese history.
2. Make a timeline of ten events which illustrate topics II, III, IV, and V, in contemporary Chinese history.
3. Students are taught history according to several principles. These principles include a standard Marxist division of history; understanding the role of the common people, popular movements, and patriotism. Is it correct to say that the teaching of history serves a political purpose in China? _____ Explain your answer. _____

_____

Checklist

Directions: Answer the following questions with a: Y for "yes," if you can perform this skill; N for "no," if you cannot perform this skill; S for "sometimes," if you can perform this skill sometimes.

I

In reading materials on China, can you:

____ 1. recognize a good translation?

____ 2. pronounce terms written with the pin yin system?

____ 3. classify sources into primary and secondary sources?

____ 4. use general and special reference books?

____ 5. use continuing sources?

II

In applying critical thinking about China can you:

____ 6 correlate portents?

____ 7. make tangrams?

____ 8. compare economic characteristics?

____ 9. determine images?

____ 10. judge right from wrong?

III

In interpreting the geography of China, can you:

____ 11. describe the geomancy of China?

____ 12. draw inferences about the location of China?

____ 13. understand satellite pictures of China?

____ 14. view China from Japan?

____ 15. review major topics?

IV

In understanding the history of China, can you:

____ 16. tell time according to Chinese tradition?

____ 17. make a timeline of Chinese history?

____ 18. assess the Chinese ladder of success?

____ 19. analyze the Chinese Constitution?

____ 20. review major topics?

Test

1. A description in a language other than the original is a:

   (A.) translation;

   B. primary source;

   C. secondary source;

   D. continuing source.

2. Temper is to teh as teh is to:

   A. strength;

   B. a man;

   C. words;

   (D.) a beautiful soul.

3. Pin yin is an aid to:

   A. writing Chinese;

   (B.) speaking Chinese;

   (C.) reading documents;

   D. locating information.

4. In documents printed in the People's Republic of China, Beijing refers to:

   A. the Chinese Communist Party;

   B. the Yellow River;

   C. Peking;

   D. the Republic of China (Taiwan).

5. A primary source is a:

   A. factual source;

   (B.) first hand account;

   C. second hand account;

   D. fictional source.

6. A cartoon about the "Gang of Four: in Look magazine is an example of a:

   A. primary source;

   (B.) secondary source;

   C. printed source;

   D. Chinese source.

7. The Times Atlas of World History is an example of a:

   (A.) general reference book;

   B. special reference book;

   C. primary source;

   D. Chinese source.

8. What is the best reference for primary sources in Chinese history?

   A. an almanac;

   (B.) a collection of documents;

   C. a travel guide;

   D. the Worldmark Encyclopedia.

9. New China is an example of a/an:

   A. special reference;

   (B.) American source;

   C. Chinese source;

   D. a source published in Taiwan.

10. Continuing American sources differ from Chinese sources of information on China as American sources are:

    A. free of bias;

    B. anti-Chinese;

    C. government publications;

    (D.) produced privately.

11. Portents are:

    A. political events;

    B. social events;

    C. economic events;

    (D.) natural events.

12. In traditional China, a ruler was no longer qualified to rule if the portents were:

    A. favorable;

    (B.) unfavorable;

    C. ignored;

    D. unnatural.

13. A tangram is:

    A. an early use of the Pythagorean theorem;

    B. a root extraction process;

    (C.) a mathematical puzzle;

    D. a combination of seven shapes.

14. Making tangrams illustrates the process of thinking in terms of:

    (A.) geometry;

    B. algebra;

    C. art;

    D. history.

15. In comparing the economy of the People's Republic of China, reliable information is:

    A. easily obtained;

    B. provided by the government;

    (C.) not often available;

    D. printed in an Almanac.

16. In comparing the economy of the People's Republic of China with other Communist nations, the GNP of the P.R.C. is ranked:

A. #1;

B. #2;

C. #3;

D. #4.

17. Concepts of "Me" and "Community Acceptance of Me" are examples of:

A. facts;

B. images;

C. sources;

D. behaviors.

18. American students differ from Chinese students in regard to concepts of:

A. Me as a student;

B. Teachers;

C. The grading system;

D. Community Acceptance of Me.

19. In developing skill to judge right from wrong, the highest stage of development is Stage:

A. 1;

B. 3;

C. 6;

D. 10.

20. At age 16, boys in China and the United States judge right from wrong according to:

A. the difficulty of stages;

B. Stage 3;

C. different stages in both countries;

D. the same order of stages in both countries.

21. Geomancy is the:

A. love of homeland;

B. appreciation of places;

C. study of geomantics;

D. science of soils.

22. In the Chinese tradition, the beginning and end of geomancy is a:

A. landform;

B. waterform;

C. cultural feature;

D. religious shrine.

23. China is located in continental:

A. Europe;

B. Eurasia;

C. Asia;

D. Northeast Asia.

24. The nearest eastern neighbor to China is:

A. Korea;

B. Japan;

C. United States;

D. Soviet Union.

25. Landsat gathers data primarily through:

A. aerial photography;

B. remote sensing;

C. electronic radar;

D. radio telescopes.

26. A comparison of Landsat images of the People's Republic of China and the United States, indicate:

(A.) similarity in landforms;

B. location at similar lattitudes;

C. vast oil reserves;

D. the capital city as the dominant cultural feature.

27. From the Japanese point of view, China is a:

(A.) physical giant;

B. economic equal;

C. Middle Kingdom;

D. friendly ally.

28. Japan is to the P.R.C. as the P.R.C. is to:

A. Korea;

(B.) Taiwan;

C. Mongolia;

D. Vietnam.

29. In China, study of geography includes study of:

A. basic information;

B. Chinese geography;

C. world geography;

(D.) all of the above.

30. Study of China's agricultural development after Liberation is an example of a study of:

A. physical geography;

B. cultural geography;

C. world geography;

(D.) political geography.

31. In the Chinese tradition, an important way of telling time is according to:

A. the twelve hour clock;

B. major political events;

C. business cycles;

(D.) basic elements of nature.

32. Yin and yang result from:

(A.) a division of unity;

B. a separation of the seasons;

C. the activities of the five agents;

D. misunderstanding portents.

33. Events marked on a timeline indicate:

A. cause and effect;

(B.) occurrence;

C. correlations;

D. significance.

34. B.C. and A.D. are designations devised in:

A. China;

B. United States;

C. Europe;

(D.) Southwest Asia.

35. An ordinary Chinese of above average intelligence could probably become a literati more easily during the:

A. Ch'in Dynasty;

B. Sung Dynasty;

(C.) Ming Dynasty;

D. Ching Dynasty.

36. The civil service system in the United States was devised:

A. before the examination system in China;

B. after World War I;

(C.) before the end of the examination system in China;

D. after the end of the examination system in China.

37. The 1978 Constitution of the People's Republic of China reaffirmed:

(A.) the leading body as the old, middle-aged, and young;

B. the importance of Marxism-Leninism thought;

C. the development of the economy and society;

D. the relevance of capitalism.

38. According to the 1978 Constitution, the policy of the People's Republic of China in regard to work is to:

A. view work as a right of all Chinese;

B. harass those who do not work efficiently;

C. let a hundred flowers blossom;

(D.) provide moral and material incentives.

39. In China, study of Chinese history includes study of:

A. Ancient Chinese History;

B. Modern Chinese History;

C. Contemporary Chinese History;

(D.) All of the above.

40. In studying world history, students in China probably study more about:

A. Ancient world history;

B. the Middle Ages;

(C.) Modern History (since 1600 A.D.);

D. important leaders.

Notes

1 Horrace Sutton "China: Rushing to Join the World: Saturday Review March 17, 1979 page 16.

2 Other ways are suggested by Leonard Kenworthy Studying China (New York: Columbia, 1975).

3 National Assessment of Education Progress Changes in Social Studies Performance, 1972-1976 (Denver, Colorado: National Assessment of Educational Progress, 1978) pages 17-18.

4 Illustrative of this discussion is June R. Chapin and Richard E. Gross Teaching Social Studies Skills (Boston: Little, Brown and Company, 1973); Jack Cousins Status and Effectiveness of Social Studies Skills Programs 1976 ED 137208; Barry K. Beyer Back-To Basics (Boulder, Colorado: Social Science Educational Consortium, 1977); Barbara J. Winston and Charlotte C. Anderson in Skill Development in Elementary Social Studies (Boulder, Colorado: Social Science Education Consortium, 1977); and the special issue of the Indiana Social Studies Quarterly Winter 1979-1980 32:3 on teaching skills in social studies. The identity crisis in elementary and middle school social studies is discussed by William W. Joyce and Janet Alleman-Brooks in "Resolving the Identity Crisis in Elementary and Middle School Social Studies" Journal of Research and Development in Education 13:2 1980 pages 60-71.

5 The 1963 Yearbook of the National Council for the Social Studies (Washington D.C.: NCSS, 1963) identifies shared and primary skills. Some of these skills are discussed in the 1970, 1971, 1975, and 1976 Yearbooks. The NCSS Bulletin 54 1977 includes discussion of skills education in the context of teaching world history.

6 The inquiry and discipline models of thinking are described by I. A. Snook in "Teaching Pupils to Think" Studies in Philosophy and Education #2 1973 pages 146-162.

7 Representative learning activities are described in Focus on Asian Studies and Papers of the Service Center for Teachers of Asian Studies; "Global Perspectives Through Asian Experiences: Intercom #89 June 1978; and Seymour Fersh Asia (New York: Teachers College Press, 1978).

8 "Decision-making" was the focus of the 1977 Yearbook of the National Council for the Social Studies (Washington D.C.: NCSS, 1977).

9 Unlike most recommended learning activities for skill development, the exercises recommended by Jeff Feuerman et al Manual of Exercises for Developing Social Studies Skills (Albany, New York: Bureau of Elementary Curriculum Development, 1974) include one example pertinent to China in regard to interpreting cartoons. The example is a cartoon on the "Dismemberment of China" published in 1900.

10 Typical geography learning activities include reviewing latitude and longitude, and relate world regions. Typical history learning activities include using the calendar, and classifying events according to ancient, medieval, and modern times.

11 The pitfalls in processing historical information with uniform devices is discussed by Elizabeth L. Eisenstein in "Clio and Chronos" History and the Concept of Time (Middleton, Connecticut: Wesleyan University Press, 1966).

12 Several of these learning acribities are discussed further by Brother Raymond Antolik in "Bamboo: Strategies for Teaching about Aspects of Asian Cultures" Social Education February 1978 pages 144-146.

13 These procedures follow closely the Oregon Direct Instruction model derived from recent correlational studies on reading and mathematics instruction in the elementary grades. This model is described by Barak Rosenshine and Linda Meyers in "Staff Development for Teaching Basic Skills" Theory Into Practice June 1978 pages 267-271.

14 Adapted from Yutang Lin editor The Wisdom of Confucius (New York: Random, 1943) page 45.

15 Answers to question II. 2. are Washington, Chicago, Los Angeles, New York, Seattle.

16 Quoted in Joseph Needham Science and Civilization in China (Cambridge: Cambridge University Press, 1951-1976) Volume 3 page 353.

17 Translated by Homer H. Dubs in the History of the Former Han Dynasty (Baltimore: Waverly, 1938) Volume 2 page 382.

18 "Tangram Mathematics" The Mathematics Teacher February 1977 pages 143-146.

19 U.S. Department of Commerce. Industry and Trade Administration. Overseas Business Reports July 1978 page 15.

20 Adapted from James G. Cooper Mirror, Mirror on the Wall (Albuquerque, New Mexico: University of New Mexico, 1974) page 14.

21 Lawrence Kohlberg "From Is to Ought" in T. Mischel ed. Tor Cognitive Development and Empistemology (New York: Academic, 1971) page 172.

22 Andrew L. March "The Winds, the Water, and the Living Qi" Parabola 3:1 1978 page 29.

23 This description is from Geography of China (Peking: Foreign Language Press, 1972) page 1.

24 Mission to Earth: Landsat Views the World (Washington D.C.: NASA, 1976) Plates 308-317.

25 Adapted from a map drawn by Russell H. Lenz for the Christian Science Monitor (1968) Reprinted in World Eagle March 1979 2:7 page 12-13.

26 Included in William T. deBary editor Sources of Chinese Tradition (New York: Columbia, 1960) pages 217-218.

27 Noted in Ping-ti Ho The Ladder of Success in Imperial China (New York: Columbia, 1962) page 114.

28 Adapted from the 1978 Constitution noted in Fredric Kaplan et al Encyclopedia of China Today (Fairlawn, New Jersey: Eurasia, 1979) page 322.

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2.	James R. Townsend People's Republic of China: A Basic Handbook (New York: Learning Resources in International Studies, 1979) Appendix.
3.	William T. de Bary editor Sources of Chinese Tradition (New York: Columbia, 1960)
4.	Arlene Posner and Arne J. de Keijzer editors in China: A Resource and Curriculum Guide (Chicago: University of Chicago, 1976).
5.	Recommended continuing sources of information on China included in Fredric M. Kaplan et al Encyclopedia of China Today (Fairlawn, New Jersey: Eurasia, 1979).
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9.	Looking for China: American Images (New York: Asia Society, 1980) and Looking for America: Chinese Images (New York: Asia Society, 1980) Slide/Tape.
10.	Ronald E. Galbraith Moral Reasoning (Minneapolis: Greenhaven, 1976).

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12.	Keith Buchanan Transformation of the Chinese Earth (New York: Praeger, 1970).
13.	Educator's Guide for Mission to Earth (Washington D.C.: Government Printing Office, 1978).
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15.	The 1978 National College Entrance Examination in the People's Republic of China (Washington D.C.: Office of Education, 1979) pages 51-53.
16.	J. T. Fraser editor The Voices of Time (New York: Braziller, 1966).
17.	Maria Penkala A Correlated History of the Far East (Tokyo: Tuttle, 1966).
18.	Ping-ti Ho The Ladder of Success in Imperial China (New York: Columbia, 1962).
19.	"1954 Constitution" in Yuan-li Wu China (New York: Praeger, 1973); "1975 Constitution" in Documents of . . . the People's Republic of China (Peking: Foreign Language Press, 1975); "1978 Constitution" in Kaplan Ibid.
20.	The 1978 National College Entrance Examination in the People's Republic of China (Washington D.C.: Office of Education, 1979) pages 43-50.